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ABSTRACT

The 21 Title II reading projects described in this report range from a team-teaching approach in intensive reading for first-grade pupils to a free-wheeling project in a high school where classes stop daily for a 30-minute "Read In." Many of the projects offer suggestions that may be helpful in the selection and evaluation of books and other media. Others suggest ways to improve reading skills that enable the disadvantaged and the advantaged to increase their understanding of contemporary social issues. Still other projects offer examples of activities that motivate children and young people to read and learn. Two of the projects suggest that the teaching of reading be combined with the acquisition of study skills, emphasizing the location and use of information with discrimination. And, finally, several projects build on the important role pupils can play in defining what they wish to study and selecting learning materials that have the greatest value for them. The objectives, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director are included for each project. (TO)

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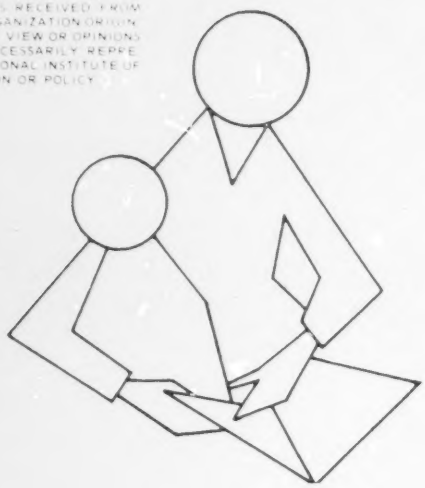

ESEA TITLE II and

The Right To Read

NOTABLE READING PROJECTS
NOVEMBER 1971

CS 001607

TITLE II READING PROJECTS PROMOTE SKILL AND INTEREST IN READING

This is the fifth report describing notable reading projects funded under title II of the Elementary and Secondary Education Act. The project descriptions were supplied by ESEA title II coordinators and media supervisors in the State departments of education for Arkansas, California, Georgia, Guam, Maryland, Michigan, New Hampshire, New York, and Texas. The projects range from a team-teaching approach in intensive reading for 70 first-grade pupils at Travis Elementary School, Midland, Tex., to a free-wheeling project at Stephen Decatur High School, Berlin, Md., where classes stop daily for a 30-minute "Read In."

The reading projects described in these reports do not represent any magic formula or design. They do, however, suggest a variety of ideas that may serve as source material to reading and media specialists and classroom teachers who are helping children and youth develop interest and skill in reading.

Many projects offer suggestions that may be helpful in the selection and evaluation of books and other media. They often refer to the fact that pupils respond more readily to media that have relevance to their specific needs. For example, one project in East Montpelier, Vt., provides library materials to meet the needs of rural youth who have insufficient cultural opportunities and low vocational aspirations. The content helps these pupils to understand today's world, offers up-to-date career information, relates exciting episodes of courage and skill, and gives them some insight into how people feel and what motivates them.

Several projects suggest ways to improve reading skills that enable the disadvantaged, and the advantaged, to increase their understanding of contemporary social issues. In Little Rock, Ark., media collections in two elementary schools have been strengthened by the addition of exciting new books and audiovisual materials about black Americans and their contribution to American culture. Teachers have organized classroom units around this theme, allowing time for a group discussion of what has been read, art work, dramatizations, or other creative activities which develop from the reading experience.

Other projects offer examples of activities that motivate children and young people to read and learn. In a free-reading program at Stephen Decatur High School, Worcester County, Berlin, Md., everything stops for 30 minutes every day, and everybody reads. Pupils who have not been in the habit of reading find that they are motivated to try it by the presence of others who enjoy reading. Teachers report that some pupils are reading for pleasure for the first time in their lives. The school faculty also reports a change in the entire tone of the school since the project began. A special collection of appealing paperbacks has been made available, but students are free to bring books, newspapers, and magazines from home.

Still other projects urge that understanding the learning process is as important as the absorption of subject matter. They suggest that the teaching of reading be combined with the acquisition of study skills, emphasizing the location and use of information with discrimination. A study skills program at Washington Elementary School in Burlingame, Calif., permits pupils to study topics in some depth and to get involved in the excitement of inquiry and discovery. A project for gifted secondary school pupils in Whitfield County, Dalton, Ga., employs a coordinator of programs for the gifted to help classroom teachers give special attention to these students and teach them more complex research techniques than are usually taught in high schools.

Several projects build on the important role pupils can play in defining what they wish to study and selecting learning materials that have the greatest value for them. An innovative study program at Leonard Middle School, Fort Worth, Tex., offers a 3-year study sequence in reading, English, mathematics, science, Spanish, and other subjects. A student in this program may pursue studies at any one of five levels considered best for him. The "advanced" and "quest" phases of reading and other subjects permit students some choice in topics to be studied. These phases concentrate on a critical approach to reading, development of rich and varied intellectual interests, and the use of appropriate adult reading materials.

Congressional recognition of title II's importance to the Right-To-Read effort led to an increase in title II appropriations—from $80 million in fiscal year 1971 to $90 million in fiscal year 1972. Our recognition of this significant relationship and our responsibility to respond to Congress make it incumbent upon title II staff to intensify efforts to "pass the word" concerning successful reading projects.

Plans are to continue publication of this series. Exceptional and creative reading projects of all kinds which have been funded under title II may be submitted to Dr. Milbrey L. Jones, Division of State Agency Cooperation, U.S. Office of Education, Washington, D.C. 20202. Projects submitted may represent reading instruction related to various subject areas as well as reading instruction per se. Projects particularly needed are those concerned with the use of reading materials in counseling and career education; early childhood education; secondary school projects in content fields; and those that demonstrate the use of audiovisual materials in reading.

ESEA Title II

Instant Precis—Reading Project

Title: INNOVATIVE READING PROGRAM, LEONARD MIDDLE SCHOOL, FORT WORTH INDEPENDENT SCHOOL DISTRICT, FORT WORTH, TEX.

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Objective: To provide an individualized reading program.

Project: The reading program in this school is a prescribed, individualized instructional process exclusively related to ability and need and completely unrelated to grade level or chronological age. A 3-year sequence in five phases (remedial, basic, intermediate, advanced, and quest) permits a student to pursue studies at the level which is best for him. Remedial reading emphasizes word attack skills; the basic and intermediate reading phases provide for developmental reading, instruction in study skills, and vocabulary development. The advanced and quest phases concentrate on reading with a critical approach, developing rich and varied interests in reading, and the use of adult materials appropriate for independent study projects. Gifted pupils in the advanced phases of English, mathematics, science, Spanish, and other subjects are directed to informational reading appropriate to their interests and maturity.

Number of pupils served: 1,200 public elementary (middle) school pupils

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Amount and type of title II grant:	Basic grant, $389 (books and other printed materials)
Other Federal program assistance:	NDEA title III matching funds, $129 for materials
Evaluation:	Standardized reading tests; informal reading inventories; achievement tests; teacher observations
Further information:	Mrs. Ruby L. Mills, Reading Consultant, Secondary School Division, Fort Worth Independent School District, 3210 West Lancaster, Fort Worth, Tex. 76107 (telephone 817-336-2461); Mrs. Kay Gardner, Team Leader, Reading Department, Leonard Middle School, 8900 Chapin Rd., Fort Worth, Tex. 76116 (telephone 817-244-3434)

Title:	RIGHT TO READ ABOUT BLACK AMERICANS, LITTLE ROCK PUBLIC SCHOOLS, LITTLE ROCK, ARK.
Objectives:	To improve reading achievement and to stimulate student interest in the contribution of black people to American culture
Project:	Media collections in two elementary schools have been strengthened by the addition of exciting new books and audiovisual materials pertaining to black Americans and their contributions to the American heritage and culture. Some teachers have organized classroom units around this theme. Books, periodicals, and audiovisual materials relating to the theme are featured on bulletin boards and in classroom discussion. Opportunities are provided for children who wish to prepare art work, dramatizations, or other creative outgrowths of reading experiences.
Number of pupils served:	1,138 pupils in two public elementary schools
Amount and type of title II grant:	Basic grant, $1,263 (books and audiovisual materials)
Other Federal program assistance:	Integrated with ESEA title I and NDEA title III projects
Evaluation:	Study skills and reading tests; use of materials; questionnaires
Further information:	Mrs. Verna Evans, School Library Supervisor, Little Rock Public Schools, West Markham and Izard Sts., Little Rock, Ark. 72201

Title:	PROJECT READ, MICHIGAN AVENUE SCHOOL, LANSING, MICH.
Objectives:	To (1) improve reading skills and encourage interest in reading; (2) encourage independent study; and (3) involve parents in the school program

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Project:	This project emphasizes cooperation between the school librarian and classroom teachers to achieve instructional goals in reading. The principal, school librarian, and teachers work together to motivate pupils to use library materials in connection with classroom work and as a voluntary activity. Teachers are kept informed of new printed and audiovisual materials appropriate for the age groups they are teaching. Materials needed for classroom instruction may be borrowed from the library. Teachers participate in the selection of materials used in the classroom and motivate students to make good use of them. Pupils further develop their reading skills by borrowing books for reading at home and make extensive use of audiovisual materials and equipment in the school library.
Number of pupils served:	175 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $1,000 (print and audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds, $475 for materials and equipment; and ESEA title I funds, $45,000 for personnel (1 teacher, 1 tutor, 7 aides)
Evaluation:	Standardized testing and other evaluation procedures developed by the Lansing School District Research Department
Further information:	Miss Mildred L. Nickel, Director of School Libraries, Lansing School District, 401 South Capitol, Lansing, Mich. 48914; Miss Grace Van West, Director of Elementary Education, Lansing School District, 3426 South Cedar, Lansing, Mich. 48910; Mr. Dennis E. Semrau, Principal, Michigan Avenue School, 1019 West Michigan, Lansing, Mich. 48915.

Title:	READING FOR HIGH SCHOOL PUPILS, VICTORIA HIGH SCHOOL, VICTORIA INDEPENDENT SCHOOL DISTRICT, VICTORIA, TEX.
Objective:	To increase the reading ability of secondary school pupils
Project:	Reading improvement classes, offered to gifted pupils for 3 years, have proved so popular that a second teacher and second reading laboratory have been added for students who need remedial help with reading. Students have shown remarkable improvement in reading speed and comprehension. The reading labs have tables and carrels for individual study and are stocked with controlled readers, pacing instruments, kits, paperback books, and listening equipment. Initial testing is used to diagnose needs and develop individual programs of gradually increasing difficulty. Teachers keep accurate records of student progress.
Number of pupils served:	480 public secondary school pupils
Amount and type of title II grant:	Basic grant, $2,100 (books and other printed materials); $300 (audiovisual materials)

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Other Federal program assistance:	NDEA title III matching funds, $7,000 for minor remodeling and equipment
Evaluation:	Standardized achievement test; observation of pupil performance, attitudes, and work habits
Further information:	Mrs. Bonita Laurence, Reading Teacher, Victoria High School, 1110 Sam Houston, Victoria, Tex. 77901 (telephone 512-575-4591)

Title:	SPECIAL MATERIALS FOR THE GIFTED, WHITFIELD COUNTY PUBLIC SCHOOLS, DALTON, GA.
Objective:	To improve learning opportunities for the intellectually gifted through the provision of challenging library resources for independent study
Project:	The project was developed to help academically talented pupils work at the advanced levels of which they are capable. New additions to the media collections of four schools have been selected to support enriched or accelerated instructional programs that encourage independent research and original projects. A coordinator of programs for the gifted will help classroom teachers to guide the work of gifted pupils and teach them more complex research techniques than are usually taught in high schools. Teaching gifted pupils to analyze, evaluate, and interpret information is an important element of this project.
Number of pupils served:	2,119 pupils in four public secondary schools
Amount and type of title II grant:	Special-purpose grant, $12,925 (books and other printed materials); $7,075 (audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds used for audiovisual equipment
Evaluation:	Individual reading records; teacher observation; reaction of pupils
Further information:	Mrs. Eugenia Cavendar, Director of Library Services, Whitfield County Schools, Dalton, Ga. 30720

Title:	MULTIMEDIA SERVICES PROJECT, J.P. TORRES ELEMENTARY SCHOOL, DEPARTMENT OF EDUCATION, AGANA, GUAM
Objective:	To provide reading materials and other types of media most meaningful for the growth and development of pupils
Project:	The chief media center concept in this small elementary school is accessibility. Reading materials are readily available to both pupils and teachers throughout

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	the entire day. Also available is the instructional staff-planning for directing, challenging, and encouraging pupils and for working with individuals, small groups, and large groups as determined by student need. Films based on good children's books, as well as those related to classroom units, are frequently shown. Story hours for young children and book talks for older children have been found to be excellent ways to encourage reading.
Number of pupils served:	344 public elementary school pupils
Amount and type of title II grant:	Basic grant, $921 (books and audiovisual materials)
Other Federal program assistance:	Equipment provided by ESEA title I
Evaluation:	Use of materials; observations and survey of behavioral and attitudinal change
Further information:	Mr. George Gofigan, Principal, and Mrs. Jacqueline Grunawait, Librarian, J.P. Torres Elementary School, Department of Education, Agana, Guam 96910

Title:	READING EMPHASIS PROGRAM, CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT, CORPUS CHRISTI, TEX.
Objective:	To place major emphasis on the improvement of reading for first-grade pupils
Project:	Eleven selected elementary schools have begun a concentrated effort in reading for pupils in their first year of school. A full-time consultant has been assigned to each school to assist teachers with five approaches to teaching beginning reading and to investigate the effectiveness of each approach. The five approaches differ in numerous ways, the most basic difference being whether the child is taught whole words or certain decoding devices first. The skills program will be reinforced by the children reading self-selected materials from the school media center. Factor analysis of such variables as age, sex, race, dominant language, kindergarten attendance, socioeconomic background, and ability will be performed to determine the independence of contributing factors to the success or failure of a given program.
Number of pupils served:	949 pupils in 11 public elementary schools
Amount and type of title II grant:	Basic grant, $3,136 (books and audiovisual materials)
Other Federal program assistance:	ESEA title I funds, $3,223 for materials and equipment
Evaluation:	Analysis of gains from achievement test scores administered yearly

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Further information: Miss Evelyn Moore, Coordinator, Language Arts, Division of Instruction, Corpus Christi Public Schools, P.O. Box 110, Corpus Christi, Tex. 78403 (telephone 512-883-5216)

Title: MATERIALS PROJECT IN READING, ROCKDALE COUNTY PUBLIC SCHOOLS, CONYERS, GA.

Objectives: To (1) raise pupil achievement levels to the maximum potential through proficiency in reading, (2) develop positive attitudes toward self and school, and (3) motivate learning through self-directed study

Project: To supplement both developmental and remedial reading programs, five elementary schools and one junior high school are building media collections that are relevant and appealing to pupils. Special teachers assist pupils whose reading problems interfere with their progress in specific subjects. Appropriate reading activities are planned to include work on vocabulary of the subject area, and reading which supports specific course content but is on a simpler reading level.

Number of pupils served: 3,659 public elementary and secondary school pupils

Amount and type of title II grant: Special-purpose grant, $4,473 (books and other printed materials); $15,527 (audiovisual materials)

Other Federal program assistance: ESEA title I funds used to provide reading teachers, and NDEA title III matching funds used for equipment

Further information: Mr. Charles A. Kennedy, Superintendent, Rockdale County Schools, Conyers, Ga. 30207

Title: FREE-READING PROGRAM, STEPHEN DECATUR HIGH SCHOOL, WORCESTER COUNTY, BERLIN, MD.

Objective: To encourage all students to discover the joys of reading

Project: Everything stops for 30 minutes every day in this school, and everybody reads. A special collection of appealing, relevant paperback books is available, but students are free to bring books, magazines, and newspapers from home. Books about the black experience are popular with all students. The most popular magazines are *National Geographic, Hot Rod, Sports Illustrated, Field and Stream, Time, Newsweek,* and *Life.* Book-swapping is epidemic. Students are asking for more time for reading and the opportunity to discuss books with others who have read them. Discussion sessions and book reviews over the school public address system are planned. There is evidence that student taste is improving. Some students are reading for pleasure for the first time. Teachers report a change in the entire tone of the school since the project began.

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Number of pupils served:	800 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $7,000
Evaluation:	Reading achievement tests; teacher observation; reactions of students
Further information:	Mrs. Gladys Burbage, Principal, Stephen Decatur High School, Berlin, Md. 21863

Title:	SKILLS-ORIENTED LANGUAGE ARTS PROJECT, ACADEMY JUNIOR HIGH SCHOOL, HAMPTON, N.H.
Objectives:	To analyze the language-arts skills of pupils and develop directions for improving them, and to motivate interest in learning
Project:	Eleven schools in Supervisory School Union No. 21 are served by an instructional materials center. Materials used to develop the reading and communication skills of pupils include tape and disc recordings, films, filmstrips, slides, kits, and library books. Space and equipment are available for preparation of additional audiovisual materials. Older pupils who need further help with reading skills are chosen to tutor younger pupils. Individual and small group instructional methods are used. Teachers feel that library materials are essential to a fully developed reading program and make good use of available media to advance instructional objectives.
Number of pupils served:	488 public elementary school pupils
Amount and type of title II grant:	Basic grants, $22,791 (books, other printed and audiovisual materials); special-purpose grant, $2,500 (audiovisual materials)
Other Federal program assistance:	ESEA title III funds used for original equipment; program now funded by the school districts served
Evaluation:	Analysis of achievement scores; attitudinal and behavioral surveys; followup studies of students as they enter high school
Further information:	Mr. Paul O'Neil, Superintendent, Supervisory School Union No. 21, Hampton, N.H. 03842; Mrs. Dorothy Little, Library Services, Supervisory School Union No. 21, Hampton, N.H. 03842 (telephone 603-926-8992); Mr. Richard Annis, Principal, Academy Junior High School, Hamption, N.H. 03842

Title:	ESEA TITLE II, PHASE II PROJECT, WASHINGTON ELEMENTARY SCHOOL, BURLINGAME ELEMENTARY SCHOOL DISTRICT, BURLINGAME, CALIF.
Objectives:	To (1) improve reading skills, (2) develop desirable attitudes toward reading and learning and raise achievement in other elementary school subjects; and

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	(3) encourage the development of reading interests which will continue after formal education ends
Project:	No longer is instruction in this school limited to material drawn from a single textbook. Library materials are used to meet the needs of individual pupils, permit indepth study of a topic, develop the habit of using many sources, allow independent study, and to serve with special effectiveness pupils who have reading difficulties. Free access to materials for home and school use involves students in the excitement of inquiry and discovery. A planned developmental study skills program taught in the context of units of study is an important part of the total instructional effort.
Number of pupils served:	360 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $11,045 (books and other printed materials); $34,014 (audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds, $15,414 for equipment; reading specialist employed under ESEA title I
Evaluation:	Comparison of pretest and posttest reading achievement scores; analysis of student, teacher, and parent questionnaires; behavioral and attitudinal surveys; case studies; use of materials
Further information:	Dr. Donald Tuxford, Principal, Washington Elementary School, 801 Howard Ave., Burlingame, Calif. 94010 (telephone 415-344-2941)

Title:	INDIVIDUALIZATION OF LEARNING: A LANGUAGE-READING ACTIVITY, TRAVIS ELEMENTARY SCHOOL, MIDLAND INDEPENDENT SCHOOL DISTRICT, MIDLAND, TEX.
Objective:	To utilize a team approach in providing intensive reading instruction to first-grade pupils
Project:	Three first-grade teachers have planned a series of language-reading lessons for first-grade pupils which will enrich and extend the basic reading textbook. The children take three preparatory steps: real-life experiences which relate to and extend previous experience; a teacher-directed, contrived experience or multimedia activity which relates to the real-life-experience; and an independent pupil activity which reinforces both real-life experiences and teacher-directed activities. Reading experiences follow this preparation. At this point, teacher evaluation will determine the next step.
Number of pupils served:	70 public elementary school pupils
Amount and type of title II grant:	Basic grant, $210 (books and other printed materials)

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Other Federal program assistance:	ESEA title I funds, $1,800 for program development, field trips, and outside consultants
Evaluation:	Standardized tests, observations of teachers, administrators, and outside consultants
Further information:	Miss Lois Rogge, Coordinator, ESEA title I, Midland Independent School District, Midland, Tex. 79701

Title:	PROJECT MARCH (MULTIMEDIA APPROACH TO READING FOR THE CHILDREN OF HINESBURG), HINESBURG ELEMENTARY SCHOOL, HINESBURG, VT.
Objectives:	To develop basic reading skills, and to help pupils become more discriminating users of media
Project:	This multimedia project supports the selection and management of teaching resources to accommodate varied learning styles and instructional objectives. Decisions about media consider how individuals can learn most effectively. The reading program allows the child to develop his own unique direction and pace and provides for reading activities which develop the reading skills needed in functional settings. A major strength of this project is presentation of information clearly and succinctly, using media to create lifelike situations, and involving students in the learning process. The media have made a tremendous impact on the emotions, drives, and goals of pupils. They gain and hold attention, directing the learner to the basic objectives of instruction.
Number of pupils served:	463 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $610 (books and other printed materials); $1,890 (audiovisual materials)
Other Federal program assistance:	Coordinated with reading projects funded under ESEA titles III and VI, and with the Library Services and Construction Act
Evaluation:	Comparative tests; teacher evaluations and surveys; use of materials; evaluation team
Further information:	Mr. Theodore Whalen, Superintendent, Chittenden South Supervisory School District, Shelburne, Vt. 05482 (telephone 802-985-3356); Mrs. June Giroux, Librarian, Hinesburg Elementary School, Hinesburg, Vt. 05461 (telephone 802-482-2106)

Title:	LIBRARY-MEDIA-CENTER PROJECT, HIGHLAND ELEMENTARY SCHOOL, MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT, SEASIDE, CALIF.
Objectives:	To (1) provide materials and activities which will make reading, listening, and viewing purposeful learning experiences for pupils; and (2) demonstrate for

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teachers and administrators the function of the media program in the instruction process

Project: The media-center collection in this school was carefully chosen to meet the needs of the instructional program while meeting the needs, interests, goals, abilities, reading disabilities, and learning styles of individual students. A reading laboratory is located near the media center. Planned activities in the media center enrich and reinforce classroom reading and learning experiences. These include storytelling, employed to acquaint children with good literature, teach them to listen, and build interest in reading. Another activity is a student tutoring project to help pupils overcome learning problems.

Number of pupils served: 480 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $17,451 (books and other printed materials); $21,291 (audiovisual materials)

Other Federal program assistance: ESEA title I funds, $19,690 for remodeling, equipment, and personnel

Evaluation: Pupil activity interest inventory; diagnostic tests in reading and mathematics; behavioral and attitudinal tests for parents, teachers, and pupils

Further information: Mr. James Mitchell, Principal, Highland Elementary School, P.O. Box 1031, Monterey, Calif. 93940 (telephone 408-649-7461)

Title: REMEDIAL AND RELUCTANT READERS PROJECT, SUPERVISORY UNION NO. 32, EAST MONTPELIER, VT.

Objectives: To give remedial instruction in reading and to make library materials available to rural pupils with insufficient cultural opportunities and low vocational aspirations

Project: This project helps disadvantaged pupils overcome environmental and educational inadequacies through the provision of instructional materials which will capture and sustain their interest in learning. Interesting books are selected which are suitable in vocabulary and sentence structure to the various needs of learners but not "written down" for slow readers. A particular effort was made to select relevant materials, e.g., content that helps pupils understand their world today, career information, exciting episodes of courage and skill, and books that give insight into how people feel and what motivates them.

Number of pupils served: 1,600 public elementary and secondary school pupils

Amount and type of title II grant: Special-purpose grant, $3,200 (books and other printed materials); $1,800 (audiovisual materials)

Other Federal program assistance: Coordinated with reading program funded under ESEA title I

Evaluation:	Attainment of instructional objectives; standardized tests; analysis of student attitudes and behavioral change
Further information:	Mr. Charles Johnson, Superintendent, Washington Northeast Supervisory Union, Plainfield, Vt. 05667 (telephone 802 454-8332); Mrs. Patricia Fowler, Media Specialist, Union High School No. 32, East Montpelier, Vt. 05667

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Title:	REMEDIAL READING PROGRAM, LOVELADY ELEMENTARY SCHOOL, LOVELADY INDEPENDENT SCHOOL DISTRICT, LOVELADY, TEX.
Objectives:	To (1) improve pupils' classroom performances in reading and develop other communications skills, (2) improve their verbal skills, and (3) help pupils develop positive attitudes toward school and education
Project:	A library has been established in this elementary school as an integral part of the reading program. Guidance and instruction are provided by remedial teachers. Students and teachers select interesting library materials for use in the classroom and for reading at home. Audiovisual materials, book displays, bulletin boards, assembly programs, book talks, storytelling, and reading aloud are used to make reading and learning meaningful and attractive.
Number of pupils served:	65 public elementary school pupils
Amount and type of title II grant:	Basic grant, $878 (books and other printed materials)
Other Federal program assistance:	ESEA title I funds, $68,401 for personnel, materials, and equipment
Evaluation:	Pretesting and post testing; anecdotal reports
Further information:	Mrs. Edna Lillian, Coordinator-Teacher, ESEA title I program, Lovelady Independent School District, Lovelady, Tex. 75851 (telephone 713-636-7636)

Title:	INDIVIDUALIZED EDUCATIONAL APPROACH, TRAPHAGEN ELEMENTARY SCHOOL, MOUNT VERNON, N.Y.
Objectives:	To provide (1) media appropriate for developmental language arts skill and reading in the content fields; (2) multiethnic media that will give students the opportunity to learn about the varied cultures of the United States, and (3) individualized instruction
Project:	A skill-based language arts program for the fourth, fifth, and sixth grades uses diagnostic procedures to group pupils into teams according to their abilities. Learning prescriptions are then written to meet the needs of each child. Under

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	the team concept, and with the appropriate media available pupils are able to experience success in the skill areas at their own operational level. Groups are kept small enough so that teachers can give each pupil some individual help with reading. Pupils will have the same teachers for a 3-year period in order to build and follow a 3-year plan which will emphasize the needed skills for each child.
Number of pupils served:	467 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $15,000 (print and audiovisual materials)
Other Federal program assistance:	NDEA title III funds used to provide teaching materials and equipment
Evaluation:	Standardized reading tests; parent and teacher questionnaires
Further information:	Mr. Alfred M. Franko, Superintendent, Mount Vernon Public Schools, 165 North Columbus Ave., Mount Vernon, N.Y. 10550 (telephone 914-668-6580)

Title:	INSTRUCTIONAL MEDIA CENTER, VAN ELEMENTARY SCHOOL, VAN, W. VA.
Objectives:	To (1) stimulate interest in reading and increase reading skill; (2) improve attitudes toward school and learning; and (3) develop ability to think critically and evaluate information.
Project:	The new media center in this school facilitates the teaching-learning process in many ways. Some of these are: organizing collections of media and media equipment; calling attention to new materials, providing for browsing and independent study; fostering student use of media and equipment; and conducting workshops for aides and professional staff in use of media and media equipment. Teachers encourage reading by drawing out pupil interests and preferences, and by making special efforts to gather and organize reading materials to intensify pupil interest and lead pupils to discover the world of books and media.
Number of pupils served:	322 public elementary school pupils
Amount and type of title II grant:	Basic grants, $1,833; special-purpose grant, $200
Other Federal program assistance:	ESEA title I funds, $5,000 for personnel; NDEA title III matching funds, $5,100 for equipment; and ESEA title III funds for planning implementation
Evaluation:	Achievement test scores; use of materials, observation of changes in teaching patterns and student attitudes

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Further information:	Mrs. Jan Matosos, Media Specialist, Van Elementary School, Van, W. Va. 25206

Title:	RIGHT TO READ PROJECT, HAZEN UNION SCHOOL, HARDWICK, VT.
Objective:	To foster reading growth for junior high school pupils through reading in the specific content areas of the curriculum
Project:	The reading program in this junior high school is carefully geared to the instructional program, by grade level and subject area. Emphasis is on developing student interest in reading, providing for individual differences, and teaching study skills. Pupils are encouraged to read trade books with subject content to extend their understandings beyond textbooks and to practice their reading skills. Audiovisual materials are used to meet needs that are not served by reading materials, and to furnish experience in critical listening and viewing and evaluation of other art forms.
Number of pupils served:	180 public junior high school pupils
Amount and type of title II grant:	Special-purpose grant, $2,400 (books and other printed materials); $800 (audiovisual materials)
Other Federal program assistance:	Coordinated with projects funded under ESEA title I
Evaluation:	Standardized tests; reading records; teacher evaluation; and use of materials
Further information:	Mr. Joseph O'Brien, Superintendent, Orleans Southeast District, Hardwick, Vt. 05843 (telephone 802-472-5787); Mrs. Margaret A. Inglehart, Librarian, Hazen Union School, Hardwick, Vt. 05843 (telephone 802-533-7754)

Title:	COUNTY RIGHT TO READ PROTOTYPE, BOARD OF COOPERATIVE EDUCATIONAL SERVICES, ROCKLAND COUNTY, WEST NYACK, N.Y.
Objectives:	To (1) develop a county model for reading instruction; (2) establish a diagnostic center for screening reading deficiencies; and (3) provide inservice education in reading for administrators, reading supervisors, and teachers
Project:	A county model for attacking the reading problem includes the following components: inservice education, county media center, laboratory experience for teaching personnel, and diagnostic center. The wide variety of multimedia materials and equipment available to reading teachers through the center are intended to serve as a catalyst to initiate diverse reading programs that will serve pupils according to need. As reading materials are used and evaluated by pupils and teachers, information about materials found especially useful under different circumstances will be disseminated.

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Number of pupils served:	34,200 public and 9,451 private elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $53,000 (printed and audiovisual materials)
Other Federal program assistance:	NDEA title III matching funds, $9,091 for equipment
Evaluation:	Standardized and specially prepared tests
Further information:	Dr. Justus A. Prentice, District Superintendent, BOCES, Rockland County, West Nyack, N.Y. 10994 (telephone 914-352-3776)

Title:	READING IMPROVEMENT PROGRAM FOR SECONDARY SCHOOLS, MIDLAND INDEPENDENT SCHOOL DISTRICT, MIDLAND, TEX.
Objective:	To give students the reading skills needed in the specific content areas of the school program This reading improvement program, installed in two secondary schools, provides individualized instruction for pupils who need to improve their skills. Selected pupils receive daily instruction for a 6- to 12-week period, following individualized work plans and setting up their own materials and equipment in the reading room and library. The four main areas of instruction are study skills, vocabulary, reading speed, and reading comprehension. Students may work in one, two, or all areas. No one pattern is used as each program is tailored for individual need. Students have shown remarkable improvement in reading as well as other classroom work. Changed attitudes and improved attendance are another result. However, teachers have recommended longer periods of special study for students with very severe reading problems.
Number of pupils served:	600 public secondary school pupils
Amount and type of title II grant:	Basic grant, $4,000 (books and audiovisual materials)
Evaluation:	Pretesting and post testing; teacher observation
Further information:	Mrs. Wilburn Buttery, Reading Teacher, Lee High School, 3500 Neely St., Midland, Tex. 79701 (telephone 915-694-2551)

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